

An abstract graphic design featuring a large, dark, textured vertical bar on the left side. Overlapping this bar and extending towards the right are several large, overlapping circles in shades of gray. The text is overlaid on these shapes.

# U.S. Department of Transportation

## PARTNERING FOR EXCELLENCE

— A VISION-DRIVEN  
TEAMING PROCESS  
DESIGNED IN PARTNERSHIP  
WITH THE DEPARTMENT  
OF TRANSPORTATION  
TO ACHIEVE EXCELLENCE  
IN THE 21ST CENTURY

PARTICIPANT MANUAL



### TEAM ACTION PLANNING

1. Gain consensus on the mission or charter of this team. You may choose to work in small groups of 4–5 initially to sort out the common concerns of the group and give everyone a chance for input regarding what this group could do better working together than working independently.

What is the negative impact of working independently of each other?  
(This actually creates a statement of the problem in many cases.)

What are the benefits of working together and taking a broader systems approach to your common interests?

What should be overall mission or charter for this team?

Example for an intermodal airport-city transportation team:

“Provide efficient, assessable, and low cost service to convenient inner city locations.”

2. How does the mission connect to the Department's Strategic Plan and Performance Plan?

3. What are the results or outcomes you would like to obtain?

Think of writing SMART goals, goals that are:

Specific  
Measurable  
Attainable  
Realistic  
Tangible

Examples:

- "Safely transport our customers from baggage claim to downtown in 45 minutes or less."
- "Attain average scores of satisfied or better on customer satisfaction ratings."

4. Identify the **resources** you need to help you accomplish your mission and objectives.

A. Resources needed that may be available within the span of influence of this team.

B. Resources that you may need help from your sponsor and/or others in obtaining.

[illegible]



**ONE DOT  
PARADIGM**





Built To Last: The Power of Visionary Organizations

“The thing I’m most proud of, the thing that I hope will live in this company long after I’m gone, my greatest hope of a lasting contribution is that the people of Ford Motor Company will work together differently than they did when I first assumed leadership --they will work as a team.”

Don Petersen

From the book, *Real Dream Teams*

“As I look back on my life’s work, I’m probably most proud of having helped to create a company that by virtue of its values, practices, and success has had a tremendous impact on the way companies are managed around the world. And I’m particularly proud that I’m leaving behind an on-going organization that can live on as a role model long after I’m gone.”

William R. Packard, Hewlett-Packard Co., 1990

From the book, *Build To Last*

## **PARTNERING FOR EXCELLENCE: A VISION-DRIVEN TEAMING PROCESS**

### **OVERALL OBJECTIVES:**

1. Connect the Department of Transportation *Vision, Mission,* and *Strategic Goals* with the practices of highly effective teams.
2. Clarify a new way of working (cross-modal teamwork) to reach shared strategic objectives.
3. Learn to think and act “win-win”.
4. Align each team’s mission with the Department’s mission.
5. Further identify team and cross-modal projects that require shared resources and collaborative work.
6. Appreciate and value style diversity.
7. Identify individual and team communication patterns that facilitate and hinder effective teamwork.
8. Clarify role expectations within a team and between teams.
9. Determine meaningful ways to identify desired team results, measure and track successes, and celebrate positive team accomplishments.

## **LEARNING OBJECTIVES: ONE DOT PARADIGM**

- **Create a new definition for “Winning” together**
- **Identify unproductive win-lose scenarios**
- **Develop new assumptions for ONE DOT excellence**



**CONNECTING**

1. You are a talented person who could be working in a variety of settings right now. Why did you choose to invest yourself in government work or public service?
2. Having together begun to envision the future and strategically plan for the future, what is the biggest challenge in implementing the developing strategies of the Department?
3. What is your highest or most positive expectation for this partnering and teaming process?
4. What roadblock do you most fear could hinder this process or even this retreat?

**Positive Expectations (small group)**

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**Potential Roadblocks (small group)**

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## WIN AS MUCH AS YOU CAN

### *THE SITUATION*

- \* You and your partner(s) are members of a cluster with three other pairs. For each of ten successive rounds, you and your partner will choose either an X or a Y. Your decision will result in either a gain or a loss for each round.
- \* Whether your decision results in a gain or a loss is totally dependent upon the pattern of decisions made in your cluster.
- \* The pay-off schedule below gives gains and losses for the different possible patterns of choices.

### *PAY-OFF SCHEDULE*

Choice	Gain	Loss
4X's		X =\$1
3X's, 1Y	X =\$1	Y =\$3
2X's, 2Y's	X =\$2	Y =\$2
1X, 3Y's	X =\$3	Y =\$1
4Y's	Y =\$1	

For example, assume that you and your partner choose an X and the other three pairs choose a Y; the pattern is one X and three Y's. You and your partner win \$3 and each pair choosing Y loses \$1.

**Win As Much As You Can (cont.)**

*The Goal Is To Win  
As Much As You Can*

**Steps**

1. For each round, when instructed to do so, you and your partner make a private decision on either X or Y. Assume you and your partner are in a private office.
2. Write your choice in the choice column on the next page.
3. When instructed to do so, look over your shoulder and announce your choice to the other pairs in your cluster.
4. Calculate your gain or loss, enter it in the appropriate column, and accumulate your total.

**Rules**

1. You may not communicate with anyone other than your partner unless you are given permission. You and your partner make a private, joint decision during each round.
2. You may communicate with the other pairs in the cluster only when you are given permission. These meetings must take place in the center of the cluster and will occur before rounds 5, 8, and 10.

**WIN AS MUCH AS YOU CAN  
TALLY SHEET**

Round	Time	Confer With	Choice	Gain	Loss	Cumulative
1	2	partner				
2	1	partner				
3	1	partner				
4	1	partner				
Bonus	3	cluster				multiply gain or loss by 3
5	1	partner				
6	1	partner				
7	1	partner				
Bonus	3	cluster				multiply gain or loss by 5
8	1	partner				
9	1	partner				
Bonus	3	cluster				multiply gain or loss by 10
10	1	partner				

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 William Gellermann, Ph.D., N.Y., NY, adopted from  
A Handbook of Structured Experiences for Human Relations Training.  
Vol.II, Revised, J. William Pfeiffer and John E. Jones,  
 Editors, LaJolla, CA;University Associates, Inc., 1974.



## WIN AS MUCH AS YOU CAN LOG

The log allows an opportunity to be aware of and record thoughts and feelings throughout the exercise. Please record your spontaneous thoughts or feelings individually.

1. Before Round 5 I Feel \_\_\_\_\_

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2. After Round 5 I Feel \_\_\_\_\_

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3. Before Round 8 I Feel \_\_\_\_\_

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4. After Round 8 I Feel \_\_\_\_\_

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5. Before Round 10 I Feel \_\_\_\_\_

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6. After Round 10 I Feel \_\_\_\_\_

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## Win-Lose Situations

Since traditional organizational life fosters win-lose scenarios, most of us have had direct experiences as both "winners" and "losers".

Without applying blame, identify one current work situation that appears to be a win-lose scenario.

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How does it feel to be on the winning side of a win-lose situation?

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How does it feel to be on the losing side of a win-lose situation?

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How do win-lose experiences influence future organizational behavior?

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### HOW TO GET FROM WIN-LOSE TO WIN-WIN

1. Personally recognize that a win-lose situation exists.
2. Discuss the situation and the negative impact it has on you, others, or the work team. We suggest a simple format:
  - A. Describe the situation. Focus on the situation, not on blaming a person or persons.
  - B. Describe the tangible, negative impact the situation has on you or others.
3. Ask for consideration of alternative win-win options.
4. Discuss win-win alternatives and the positive potential of the alternatives.
5. Select a win-win plan acceptable to all involved.

Note: In an interdependent work environment where people share a common mission, predict how people would think and feel when they change win-lose situations to win-win situations.

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## SHIFTING THE PARADIGM

“Paradigms” are mental models or deeply held assumptions about our personal or organizational world. Since we know that *perception is reality*, a paradigm can be very powerful, particularly if it’s not open to influence or change. We could even call faulty paradigms “flat earth” thinking since they lead us into traps, limit ability to make informed decision, and block productive action.

As you shift your collective thinking to a new ONE DOT Paradigm, identify the assumptions or mental models that need to be re-examined or discarded in order for creative, total system thinking to occur.



### *Questionable Assumptions*

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_



### *ONE DOT Assumptions*

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_

**SUMMARY OF THE DEPARTMENT OF TRANSPORTATION'S  
VISION, MISSION AND STRATEGIC GOALS**

***Vision Statement***

A visionary and vigilant Department of Transportation leading the way  
to transportation excellence in the 21st Century.

***Mission Statement***

Serve the United States by ensuring a transportation system that meets our  
vital national interests and  
enhances the quality of life of the American people, today and into the future.

***Strategic Goals***

- ⇒ Safety: Promote the public health and safety by working toward the  
elimination of transportation-related deaths, injuries, and property damage.
- ⇒ Mobility: Shape America's future by ensuring a transportation system that  
is accessible, seamless and efficient, and offers flexibility of choices.
- ⇒ Economic Growth and Trade: Advance America's economic growth and  
competitiveness domestically and internationally through efficient and  
flexible transportation.
- ⇒ Human and Natural Environment: Protect and enhance communities and the  
natural environment affected by transportation.
- ⇒ Advance the nation's vital security interests in support of national strategies  
such as the National Security Strategy and National Drug Control Strategy  
by ensuring that the transportation system is secure and available for defense  
mobility, that our borders are safe from illegal intrusion, and by promoting  
worldwide economic growth and stability.

### Motivation For Change

- Increasing financial constraints
- Reduce costly redundancies
- Major portion of transportation inefficiency caused by inadequate interface between the modally discreet infrastructure and its concordant rules, regulations and practices
- Movement of people and goods in this new information age renders modal distinctiveness an obsolete paradigm

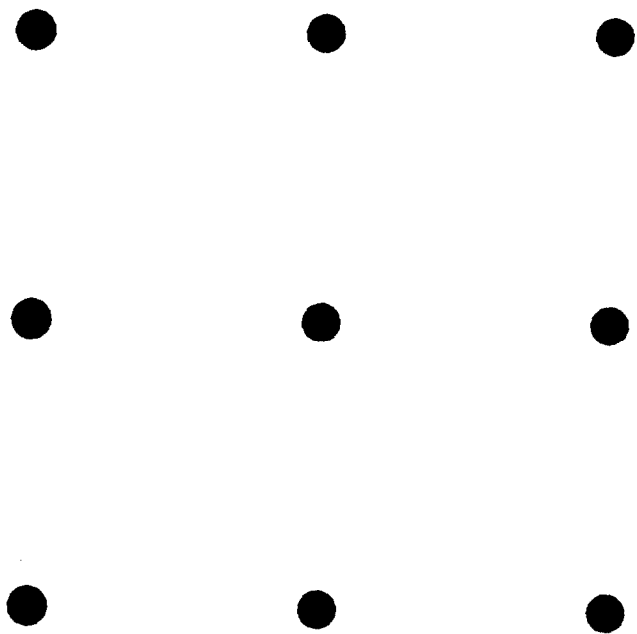
### Ultimate Purpose

A transportation system that is:

- \* International in Reach
- \* Intermodal in Form
- \* Intelligent in Character
- \* Inclusive in Nature

A unified Department capable of acting as an integrated, purposeful leader to optimize transportation efficiency and effectiveness.

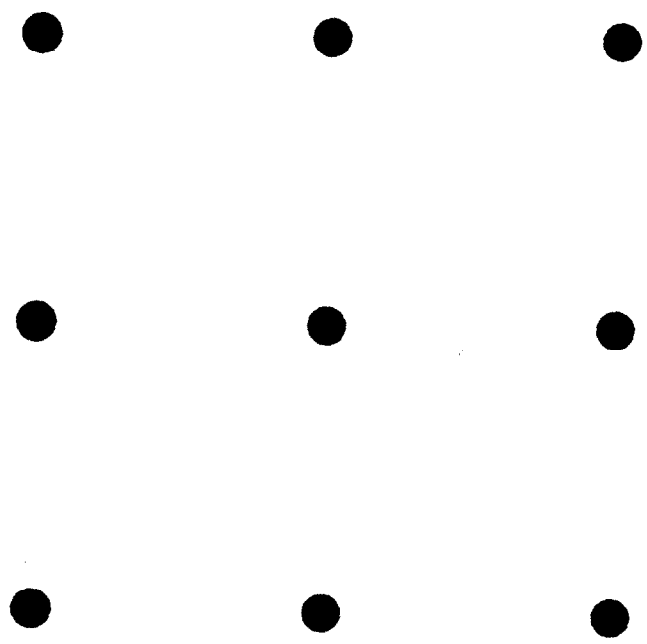
The NINE-DOT Activity



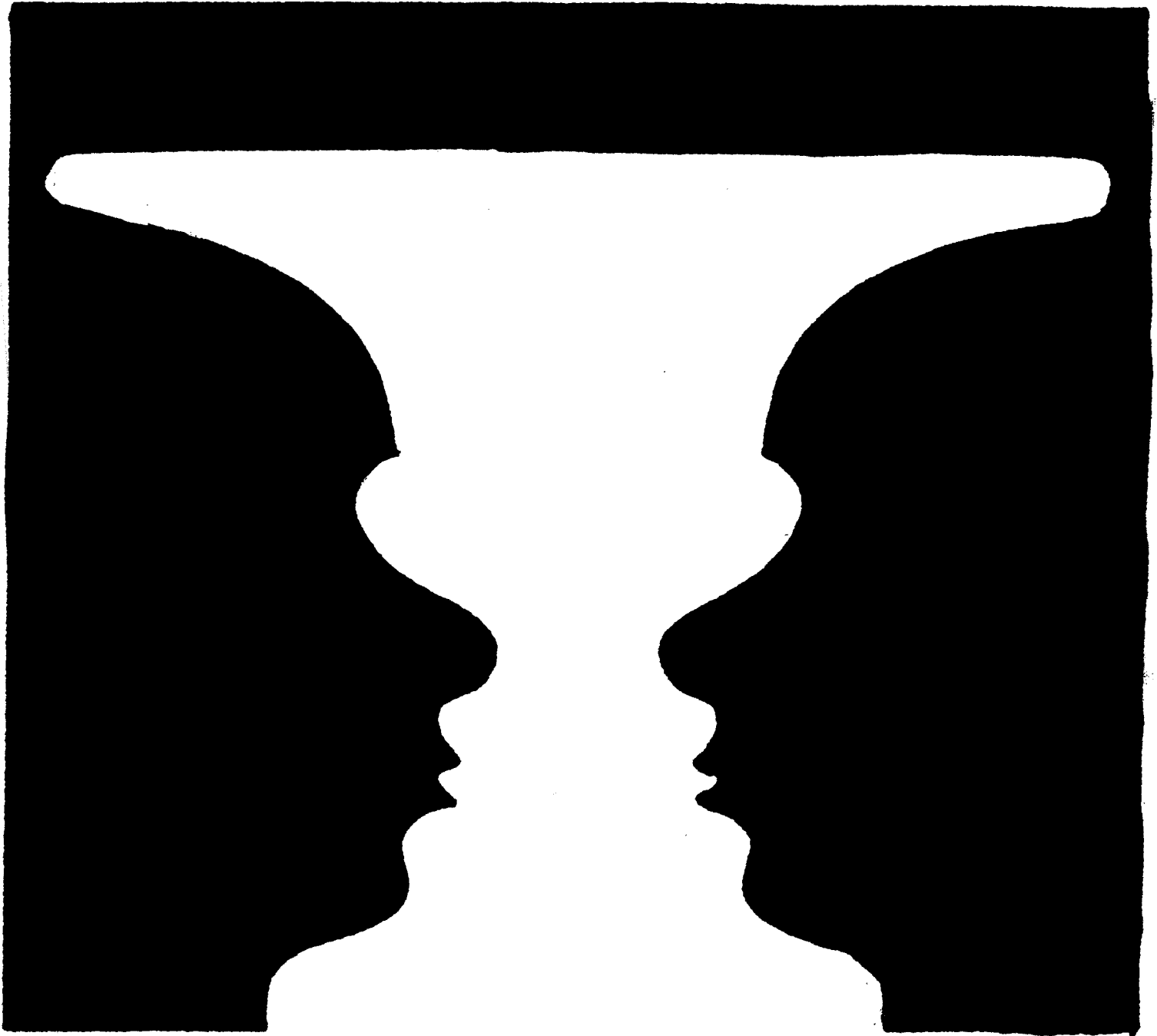
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The NINE-DOT Activity



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### ONE DOT: Systems Thinking and Acting

#### How you will know ONE DOT

- The initiative has direct implications for or impact on another mode.
- The initiative could be influenced in a positive way with input from people in other modes.
- The initiative would likely be enhanced if all affected by the initiative as planners or implementers were involved on the front-end of the initiative.
- The decisions made by one modal team could have unintended negative impact on another mode. If anyone is unsure what impact it might have, it is likely a ONE DOT opportunity.
- When you look at the initiative from the standpoint of the customer, would the service to the customer be enhanced if there were more effective collaboration between modes to assure a seamless transportation experience.
- Can the identified initiative or the identified process be more effective, more efficient, of higher quality, more likely to positively impact the performance plan if we involve others from other modes? If yes, it is ONE DOT.

Note: The TEA-21 Outreach Program is an excellent model for ONE DOT. See also the Team Taurus example in *Real Dream Teams*, pp. 135-136.









**DREAM TEAMS**

**THE 7 PRACTICES**

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**LEARNING OBJECTIVES: THE 7 PRACTICES**

- Identify each person's peak team experience
- Develop a shared framework for an Ideal Team
- Personalize each of The 7 Practices of Extraordinary Teams (Ideal Team)
- Create a common language for discussing team process
- Assess the current use of team practices



**MOST POSITIVE TEAM EXPERIENCE**

All of us have had at least one experience in which working closely with two or more people resulted in a positive outcome. This would be a "personal best" collaborative experience or your own dream team scenario.

You may relate to a:

work group	athletic team
civic club	church group
school club	family unit
other team	

Identify the team or group: \_\_\_\_\_

What qualities or characteristics made the above team experience so positive for you and sets it apart from the hundreds of other group experiences in your life?

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Note. We encourage you to write a one page (or less) description of this team experience to serve as part of the documentation of this meeting. The collective stories from this meeting can provide rich models of partnering for others in the Partnering for Excellence process.

## DREAM TEAMS: 7 PRACTICES

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*People enter business as bright, well-educated,  
high energy people, full of energy and desire to  
make a difference. By the time they are 30,  
a few are on the 'fast track', and the rest '  
put in their time' to what matters to them on the weekend.  
They lose the commitment, the sense of mission,  
and the excitement with which they started their careers.  
We get damn little of their energy and almost none of their spirit.*

Bill O'Brien, Hanover

### Common Threads

Record the common threads or themes you hear in the positive team experiences of others.

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Why is it that really solid team experiences are so difficult to find in most work settings? Is there a relationship between lack of teamwork and Bill O'Brien's quote above?

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### Observations: *Real Dream Teams* Research

#### THE BEST OF EVERYBODY

- Every person, that's right, every person has had a positive team experience in his or her history. The fact that team members already know the process from another time or place is a tremendous bonus.
- Individuals are able to describe the positive team experience in rich, emotional, and vivid detail.
- Over 80% of the experiences identified in our research came from outside the workplace. In other words, 4 out of 5 times people recall away from work experiences as "most positive" even if they later identify a work experience as "positive".
- The ingredients or teamwork characteristics identified from our workshops on team building closely parallel the teamwork characteristics identified by our great team leaders.
- Once individuals identify their most positive team experience and realize they already know what it is like to be a part of a successful team effort, it is much easier to begin the process of transferring team concepts and team skills to the present situation or work environment. The team model is internal. The reference point established.
- It becomes obvious to individuals that the positive team experience could not have occurred without the best efforts of each person involved.
- In positive team experiences, individuals assume a posture of success right from the beginning. No energy is spent on the expression of doubt regarding reaching the mission. A shared assumption, once the commitment to the task is made, is "We will be successful".
- Personal observation from this activity:

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## **DREAM TEAMS: 7 PRACTICES**

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Changing mind sets is necessary for the transformed company or organization. Transformation, radical new ways of behaving and interacting, requires conscious and deliberate decisions to stop automatic, conditioned, and comfortable responses and start down "roads less traveled".

Since "roads less traveled" are indeed disquieting, painful, and unfamiliar, any new strategy that calls for a different mind set could reasonably expect initial resistance. Resistance can be immobilizing to any group, and in today's environment no group can afford to be immobilized very long. Note the impact of rigid mind sets on most American automobile makers and countless service companies. They are being left behind.

Positive team experiences, mind sets, overcoming resistance to change, and the best of everybody all fall together beautifully for people when they begin to see the enormous potential in an interdependent environment for team process over isolated individual process. When the mind set becomes "team", when it is clear that only team effort will get the best of everybody in pursuit of quality and service missions, and when resistance is transformed to challenge because the teamwork model is already in place internally (positive team experience), the foundation for magic and extraordinary achievements are possible.

The potency of the positive team experience recall for an individual on a team might sound like this:

"I know what a good team looks like, what it does, and what it feels like to be a part of an effective team. I have been there. It is easy to see how this same process could work with my work team today. We really can do anything we decide on if we pull together."

Teams, then, are a comfortable mind set for the road less traveled. We do derive comfort and courage from knowing that others are with us and we can count on each other for support, cooperation, information, and encouragement.



## **DREAM TEAMS: 7 PRACTICES**

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Our research took us to leaders of teams that had been to the top, from the summit of Mt. Everest to the Nobel Prize, from national championship teams to the New York Philharmonic. We wanted to capture the spirit and the characteristic threads that run through these peak performance teams. There were lessons to be learned and a process to be emulated if the millions of teams that work, live, and play together on a regular basis are to be more successful.

We also chose to work directly with over two hundred teams that included Fortune 500 companies, school teams, office staffs, community leadership groups, government agencies and volunteer teams.

We did find common threads. We did find excitement. We did find hope. We did find a process that worked for leaders when they were able to capture the best of everybody on their teams and a team process that can help a lot of people on a lot of teams get the quality, excellence, or empowerment they want.

The seven common threads make up a new teamwork agenda. It is the "process" agenda that drives every other agenda for a team.

## DREAM TEAMS: 7 PRACTICES

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### The 7 Practices

From the Book, *Real Dream Teams*

#### Practice 1: Commitment To A Shared Mission

Teams do their best work when they are focused on and committed to the same purpose. Whether it was the summit of Mt. Everest or creating a quality automobile, the teams that achieved extraordinary results were, above all else, very clear about where they were going!

See pages 43-60, *Real Dream Teams*.

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#### Practice 2: Mutual Support, Respect, and Encouragement

Great teams are very intentional when it comes to trust, support, respect, and encouragement issues. They know that only with these conditions in their daily work environment can they focus their energies on the mission and consistently work win-win.

See pages 61-76, *Real Dream Teams*.

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## **DREAM TEAMS: 7 PRACTICES**

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### **Practice 3: Clearly Defined and Accepted Roles**

“Wouldn’t you want the person who repairs your engine to be a valued member of your team?” asked lead Thunderbird pilot, Steve Trent. Indeed. On high performing teams, team members are clear regarding who does what and how each contributes to team success.

See pages 77-102, *Real Dream Teams*.

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### **Practice 4: Win-Win Cooperation**

Systems thinking and acting is the cornerstone of a learning organization and highly effective team. Thinking and acting as a total unit reflects win-win cooperation at its best. On great teams, thinking and acting on behalf of the team, team mission, and team priorities become the automatic, reflex response.

See pages 103-120, *Real Dream Teams*.

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## **DREAM TEAMS: 7 PRACTICES**

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### **Practice 5: Individual Competency**

Great teams, like mountain climbing teams, are pushing and encouraging each other to continually learn new skills in order to be personally stronger and add value to the team. Competency in personal knowledge, ability to share knowledge, and competency in collaboration skills form the core competencies for the new work environment.

See pages 121-134, *Real Dream Teams*.

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### **Practice 6: Empowering Communication**

“How can a team of talented and committed managers with individual IQ’s above 120 have a collective IQ of 68?” asks Peter Senge in his book, *The Fifth Discipline*. Excellent teams get excellent results because they communicate and learn from the total intellectual capital of the team. Healthy dialogue and non-defensive communication empower people to develop collective resources and do their best work.

See pages 135-152, *Real Dream Teams*.

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## DREAM TEAMS: 7 PRACTICES

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### Practice 7:        Winning Attitude

The bone-deep belief that we can win (reach our vision, accomplish our mission) is part of the fabric of world-class teams. The practice of winning attitude goes far beyond “rah-rah”. *It is the expectation of success.*

See pages 153-172, *Real Dream Teams*.

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*We are what we repeatedly do.  
Excellence, then, is not an act,  
but a habit.*

Aristotle

## **DREAM TEAMS: 7 PRACTICES**

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### **CHARACTERISTICS OF AN EFFECTIVE TEAM MEMBER**

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	<b>Rating</b>
<b>Understands and is committed to the team purpose. Willingness to sacrifice individual goal for overall team goal.</b>	_____
<b>Understands the role and function of a team member and is competent to fulfill that role and function. Willingness to clarify expectations of others on the team.</b>	_____
<b>Understands the role and function of other members and is willing to support that role and function.</b>	_____
<b>Is willing to depend on and trust other members to fulfill their roles and functions completely.</b>	_____
<b>Easily communicates needs and expectations and wants to be aware of needs and expectations of other team members.</b>	_____
<b>Is willing to listen to and value contributions from other members. Shares information easily and willingly.</b>	_____
<b>Is willing to learn and employ team development techniques to increase effectiveness as a team member.</b>	_____
<b>Openly supports and encourages others. Conveys positive expectations. Works to build relationships and esteem in others.</b>	_____

### **IDEAL TEAM MODEL: THE 7 PRACTICES**

- #1 Commitment To A Shared Mission
- #2 Mutual Support, Respect, and Encouragement
- #3 Clearly Defined and Accepted Roles
- #4 Win-Win Cooperation
- #5 Individual Competency
- #6 Empowering Communication
- #7 Winning Attitude





## TEAM PERFORMANCE ASSESSMENT: PARTNERING FOR EXCELLENCE

<i>Practice</i>	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
<b><u>Shared Vision, Mission and Goals</u></b>					
1. I understand the ONE DOT vision..					
2. I know the mission for my Administration and our strategic goals.					
3. I know how my Administration's mission and goals contribute to DOT's mission and goals.					
<b><u>Clear roles and expectations</u></b>					
4. I know my role and how I contribute to my immediate team's goals.					
5. Other members of my team know their roles and how they can contribute to our immediate team goals.					
6. On my immediate team, we know how we can contribute to transportation excellence..					
<b><u>Build trust, support and respect</u></b>					
7. I can count on team members for support when needed.					
8. Team members do what they agree to do.					

## TEAM PERFORMANCE ASSESSMENT: PARTNERING FOR EXCELLENCE

<i>Practice</i>	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
9. People treat each other with respect even when there is disagreement. No blaming or put-downs.					
<b><i>Win-Win collaboration and cooperation</i></b>					
10. Members of my team are willing to sacrifice individual goals for the good of the team.					
11. We actively look for ways to cooperate and pull together in order to be successful.					
12. Members of my team work to eliminate situations where some win at the expense of others.					
<b><i>Building Competencies</i></b>					
13. There are opportunities to broaden my knowledge and skills to contribute to our team's and DOT's priorities.					
14. People are given the opportunity to work collaboratively in teams on important initiatives.					
15. Innovation is encouraged and rewarded.					

## TEAM PERFORMANCE ASSESSMENT: PARTNERING FOR EXCELLENCE

<i>Practice</i>	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
<b><u>Empowering communication</u></b>					
16. We give and receive information openly and freely.					
17. Everyone has full opportunity to participate in decisions that affect the team.					
18. We help each other and learn from our differences.					
<b><u>Winning attitude culture</u></b>					
19. We expect to be successful in accomplishing our goals.					
20. We have confidence that we can solve problems together.					
21. Recognition and praise are given when appropriate.					
<b><u>ONE DOT Thinking and Acting</u></b>					
22. I have the opportunity to collaborate outside my immediate team to achieve ONE DOT thinking/acting.					
23. I have the opportunity to collaborate outside my immediate team to work with employees from other administrations on common goals/objectives.					

## TEAM PERFORMANCE ASSESSMENT: PARTNERING FOR EXCELLENCE

	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
<b><i>Practice</i></b>					
24. We continually assess how our actions impact other aspects of the transportation system and our customers.					
<b><i>Action Plans</i></b>					
25. We have a team action plan to improve Partnering and achieve our goals.					
26. I know my role/responsibilities in that plan.					
27. We have continued to pursue our plan and are doing what we agreed to do.					

# TEAM PERFORMANCE ASSESSMENT: PARTNERING FOR EXCELLENCE

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## PROFILE

### THE 7 PRACTICES

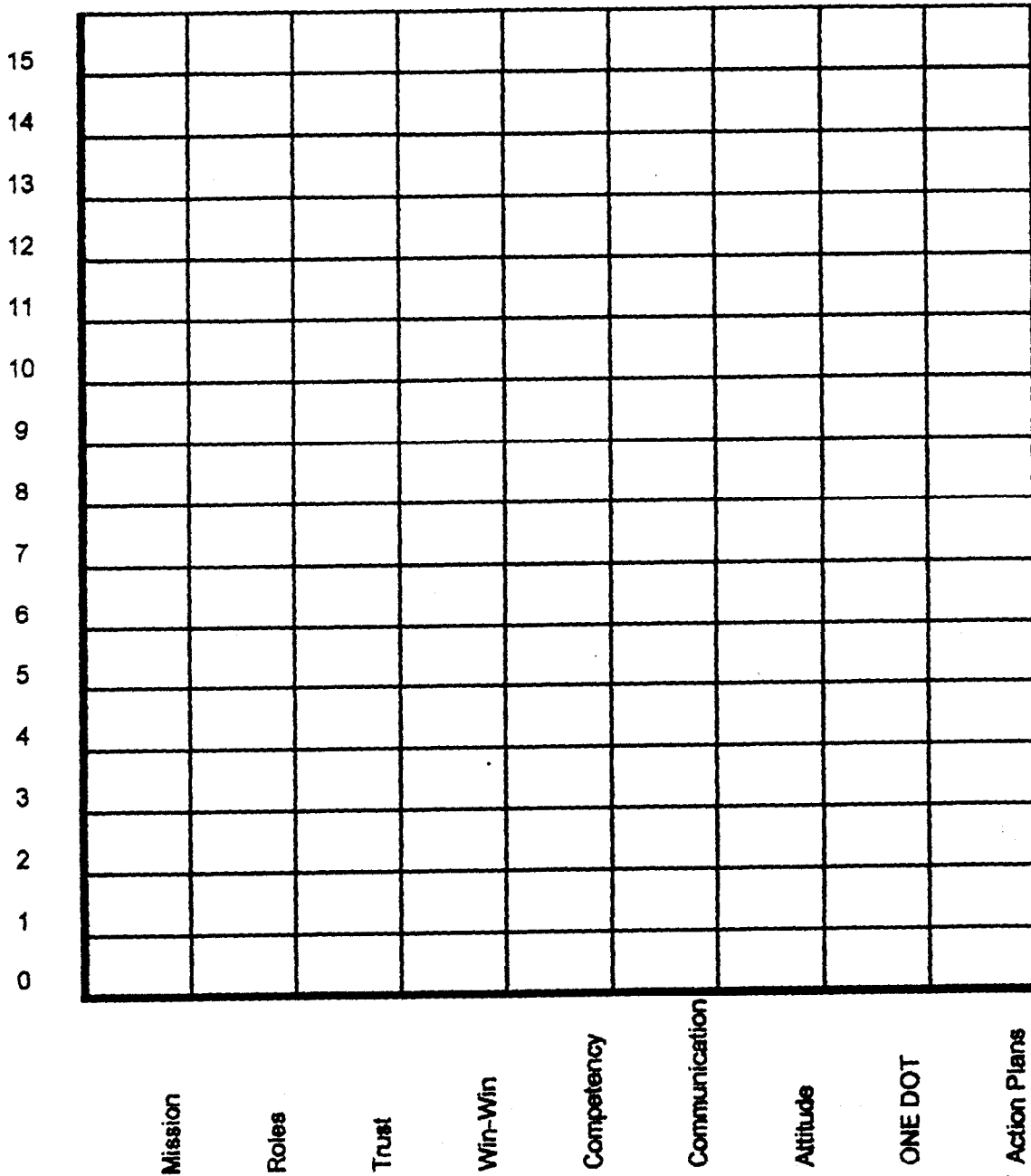
Mission	Roles	Trust	Win-Win	Competency
1. _____	4. _____	7. _____	10. _____	13. _____
2. _____	5. _____	8. _____	11. _____	14. _____
3. _____	6. _____	9. _____	12. _____	15. _____
Total _____	_____	_____	_____	_____

Communication	Attitude	ONE DOT	Action Plans
16. _____	19. _____	22. _____	25. _____
17. _____	20. _____	23. _____	26. _____
18. _____	21. _____	24. _____	27. _____
Total _____	_____	_____	_____

**Scoring Implications:**

14-15	Excellent
11-13	Very Good
9-10	Yellow Flag
3- 8	Red Flag

# PROFILE GRAPH



## Team Learning Styles







**TEAM LEARNING**

**STYLES**

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Credits, references and further opportunities with Social Style.

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My first knowledge of the social style concept came from David Merrill, Ph.D., and Roger Reid, M.A., both industrial psychologists. They began computer-assisted research on social style in the early 1960's and their work still continues through the

TRACOM Corporation,  
200 Fillmore Street, Suite 200,  
Denver, CO 80206.

Their book, Personal Styles and Effective Performance, is available through Chilton Book Company.

Significant contributions to my thinking on style awareness also came from Robert H. Bolton, Ph.D., and Dorothy G. Bolton, M.A., and their book, Social Style/Management Style. For more information, contact

Ridge Consultants,  
5 Leelyard Avenue  
Cazenovia, N.Y. 13035.

Additional resources and in-depth assessments of social style are available through:

Wilson Learning Corporation  
7500 Flying Cloud Drive  
Eden Prairie, MN 55344-3795

University Associates  
8517 Production Avenue  
San Diego, CA 92121

Tracom Corporation  
(see above)



**LEARNING OBJECTIVES**

**FOR TEAM LEARNING STYLES**

1. Identify and discuss one personal assumption about interpersonal behavior and team work environments.
2. Assess individual team interaction style, clarifying preferences for influencing and responding to others.
3. Identify strengths and limitations of each of the 4 styles.
4. Learn the styles of fellow participants.
5. Clarify what others need to do to interact successfully with each style.
6. Clarify aspects of style preferences that could be modified to enhance team effectiveness.
7. Develop at least one style flex strategy that can lead to increased effectiveness and collaboration with another team member.



### **Team Interaction Style: An Overview**

The new business environment is tougher, more complex, more rapidly changing, and offers more choices than any previous era. The market-place is international. Consumer demands have increased for greater quality, responsiveness, and service. To remain competitive, people and organizational systems must change and adapt quickly, and the best efforts of everybody will be required. In short, winning organizations must not only have technically competent people, they must have people who are able to motivate themselves and others through

- competency in developing productive work relationships, and
- competency in team skills.

Perhaps the two most critical leadership practices are the ability to create a shared sense of mission or direction and the ability to empower people to do their best work. Interpersonal effectiveness and teamwork skills are essential tools for thriving in the new environment.

Although there are many approaches to interpersonal effectiveness, none are more practical and useful than the social styles concept. Based on significant on-going contributions by industrial psychologists David Merrill, Ph.D., and Roger Reid, M.A., beginning in the 1960's, social style concepts help people quickly identify their most preferred ways for interacting on two basic dimensions of assertiveness and responsiveness, their preferred style, and productive methods for relating more effectively with people from each of the four styles.

In this introduction to styles, you can expect to gain practical skills which will help you be even more effective in developing productive relationships and working cooperatively in a team environment.

## Guiding Assumptions

- People work best in an environment that encourages positive working relationships.
- People do their best work when social interactions enhance or maintain self-esteem.
- Interdependent work environments, where the final product or service depends on coordinated work effort, require cooperative teamwork in order to obtain maximum work effort and reach desired goals.
- Our behavior has a direct impact on others, either positive or negative, depending on how others perceive our behavior.
- We can choose behaviors and ways of communicating that maximize our good intentions, convey our understanding of others, and increase the probability of productive results.
- Versatility is the ability to choose the most productive ways to communicate with others and control behavioral preferences when those habits create unproductive tension for others.
- Each of the four styles provides equal potential for personal, professional, and leadership development.

Which of the above guiding assumptions supports best your personal assumptions about how best to work to accomplish team objectives?

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**TEAM INTERACTION  
PROFILE**

## RESPONSIVENESS

Base your response on what is most comfortable for you in your work setting.

WHEN IN MY COMFORT ZONE, I TEND TO:

- |   |   |
|---|---|
| 1. ____ Appear more serious   | ____ Appear more friendly   |
| 2. ____ Prefer self-motivation  | ____ Prefer motivational environment                                |
| 3. ____ Be more task-oriented   | ____ Be more people-oriented  |
| 4. ____ Focus more on factual<br>content in a message                   | ____ Focus more on feeling<br>content in a message                  |
| 5. ____ Be more structured in use of time                               | ____ Be more spontaneous in use of time                             |
| 6. ____ Prefer working with a few                                       | ____ Prefer working in a cohesive group                             |
| 7. ____ Be more serious   | ____ Be more fun loving   |
| 8. ____ Have less facial expressions                                    | ____ Have more facial expressions                                   |
| 9. ____ Limit use of gestures and<br>body movements                     | ____ Gesture more frequently and<br>move more freely                |
| 10. ____ Be more controlled and guarded<br>in expression of feelings    | ____ Be more open and less guarded<br>in expression of feelings     |
| 11. ____ Be less interested in casual<br>conversations, humor & stories | ____ Be more interested in casual<br>conversations, humor & stories |
| 12. ____ More irritated with work disruptions                           | ____ Less irritated with work disruptions                           |
| 13. ____ Be more disciplined in my approach                             | ____ Be more personal in my approach                                |
| 14. ____ Be more impatient with less logical<br>people                  | ____ Be more patient with less logical people                       |
| 15. ____ Equate success with accomplishments                            | ____ Equate success with relationships                              |

\_\_\_\_ TOTAL

Tendencies of people  
"above the line"

\_\_\_\_ TOTAL

Tendencies of people  
"below the line"

---

Adapted from Bolton's *Social Style/Management Styles*.

## ASSERTIVENESS

Base your response on what is most comfortable for you in your work setting.  
Think of your ideal work setting and how you would prefer to work and interact.

### WHEN IN MY COMFORT ZONE I TEND TO:

- |  |   |
|--|---|
| 1. <input type="checkbox"/> Be less competitive  | <input type="checkbox"/> Be more competitive  |
| 2. <input type="checkbox"/> Move at a more cautious pace   | <input type="checkbox"/> Move at a more rapid pace  |
| 3. <input type="checkbox"/> Speak more deliberately and<br>with a softer voice tone  | <input type="checkbox"/> Speak more intensely, more quickly,<br>and sometimes more loudly                       |
| 4. <input type="checkbox"/> Be less direct   | <input type="checkbox"/> Be more direct   |
| 5. <input type="checkbox"/> Allow others to take charge  | <input type="checkbox"/> Take charge myself   |
| 6. <input type="checkbox"/> Be less confronting  | <input type="checkbox"/> Be more confronting  |
| 7. <input type="checkbox"/> Decide more deliberately   | <input type="checkbox"/> Decide more quickly  |
| 8. <input type="checkbox"/> Exert less pressure in decision<br>making  | <input type="checkbox"/> Exert more pressure in decision<br>making  |
| 9. <input type="checkbox"/> Be more tentative and less forceful<br>in making requests, giving<br>directions, and expressing myself | <input type="checkbox"/> Be more assertive when making<br>requests, giving directions,<br>and expressing myself |
| 10. <input type="checkbox"/> Ask more question and seek<br>clarification in meetings   | <input type="checkbox"/> Be more telling" and<br>directive in meetings  |
| 11. <input type="checkbox"/> Be less risk oriented   | <input type="checkbox"/> Be more risk oriented  |
| 12. <input type="checkbox"/> Be more accommodating   | <input type="checkbox"/> Take more initiative   |
| 13. <input type="checkbox"/> Be slower in getting what I want  | <input type="checkbox"/> Be quicker in getting what I want  |
| 14. <input type="checkbox"/> Seek to influence indirectly  | <input type="checkbox"/> Seek to influence directly   |
| 15. <input type="checkbox"/> Delay if uncertain  | <input type="checkbox"/> Act if uncertain   |

☐ TOTAL

Tendencies of people  
"to the left of the line"

☐ TOTAL

Tendencies of people  
"to the right of the line"

Adapted from Robert Bolton's *Social Style/Management Style*

**OUR TEAM**

**ANALYTICALS**

**DRIVERS**

**AMIALES**

**EXPRESSIVES**

## STYLE SUMMARY

### ***THE CAPSULE VERSION.***

Words or phrases that best describe my style:

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### ***PUSHING THE RIGHT BUTTONS.***

If others want to be successful with me, they need to know the following about my preferences:

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### ***STRESSORS.***

My style makes me vulnerable in some areas. Things I need to monitor and control in order to be effective are:

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### ***THE T-SHIRT MESSAGE.***

What brief message would best describe me to others?

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### ***MAGIC WAND.***

If I could change one thing about my style that would help me be more effective in a team environment, it would be:

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## STYLE FLEX

Two of the norms of effective teams are open communication and win-win collaboration. Team members must make a conscious choice to improve in both areas. One of the ways you can exercise your choice is through the development of strategies to flex your style and approach in working with others.

My style: \_\_\_\_\_

Style of teammate: \_\_\_\_\_

Pick one general area on which you could focus to be more effective with the style of the person you choose.

\_\_\_\_\_ Increase tell assertiveness behaviors

\_\_\_\_\_ Increase ask assertiveness behaviors

\_\_\_\_\_ Be more task-focused

\_\_\_\_\_ Be more relationship-focused

Specifically, what behavior and actions could you initiate to signal a change in your approach with the selected person? Be specific within the general area you chose above.

◆ \_\_\_\_\_

\_\_\_\_\_

◆ \_\_\_\_\_

\_\_\_\_\_

◆ \_\_\_\_\_

### Tips For ANALYTICALS

#### *How others respond to you:*

Other styles value your attention to detail, conservative nature, dependability and willingness to cooperate.

#### *To work differently with other styles consider:*

Recognize that to be successful with other **Analyticals** you will need to set timelines to reach conclusions and deadlines. The challenge with all styles will be to take more initiative.

**Drivers** will be uncomfortable with your emphasis on gathering data and will want you to be more decisive. Therefore, summarize your information and let them decide.

**Amiables** will be bothered by your lack of personal concern and serious nature. Therefore, show more concern for them as people and help them see how they contribute to overall objectives.

**Expressives** have some tension with your style because of what they perceive as a critical and stuffy nature, one that depends too heavily on data and facts. Therefore, spend more personal time with them, get to know them better, and listen with less criticism.





### Tips for **DRIVERS**

#### *How others respond to you:*

Other styles value your efficiency, task orientation, discipline, and ability to get things done.

#### *To work differently with other styles consider:*

Recognize that other **Drivers** will be put off by your telling and demanding approach. To be successful you will need to “give and take a little”. Share the decision making. Agree in advance on parameters and objectives. Clarify who will do what.

**Analyticals** will be uncomfortable with your decisiveness, competitive nature, and risk taking. Therefore, provide more detailed information in writing and provide time for assimilation of information and checks for accuracy. Be more patient and encourage them to set timelines.

**Amiables** will question your impatience, secretive approach and lack of feeling. Therefore, provide support for their efforts with personal attention. Show concern for the relationship. Provide enough details and direction for them to feel comfortable initially.

**Expressives** will be bothered by your critical nature and unwillingness to make work more fun. Therefore, communicate more openly, share ideas and feelings. When possible, recognize them for achievements in a public forum.



### Tips for AMIABLES

#### *How others respond to you:*

Other styles value your supportive, helpful, and cooperative preferences as well as your team orientation.

#### *To work differently with other styles consider:*

With other Amiables, shift to clarifying the task to be done and take the initiative. If you wait for the other to initiate, the task will get done slowly.

Analyticals will be concerned about your tendencies to avoid conflict and be compliant with others. Therefore, help them gain confidence in you by showing your technical skills and stressing the need for good information. Demonstrate more of a task orientation.

Drivers will be uncomfortable with your lack of initiative and responsiveness with people. Therefore, let them see your “down to business” attitude and the ability to get things done on schedule. Provide options.

Expressives are concerned about your cautious and complying manner. Therefore, flex your style and be more assertive. Make definite suggestions and show more confidence in your opinions.



### Tips for **EXPRESSIVES**

#### *How others respond to you:*

Other styles value your personal, stimulating, enthusiastic, and warm approach to work. People like your ability to foster relationships.

#### *To work differently with other styles consider:*

In working with other **Expressives**, flex your style to provide more discipline and task orientation to get the job done. Work more and play less.

**Analyticals** will question your ability to do what you say and are bothered by your talkative and emotional side. Therefore, talk less about relationships and more about facts and details. Listen more and support your claims with proof.

**Drivers** are bothered by your impulsive, emotional side. Therefore, as with Analyticals, support your high energy with bottom-line results. Respond quickly to requests and flex your style to be more punctual when working with Drivers.

**Amiables** are uncomfortable with your openness, dramatic flair, and impulsive tendencies. Therefore be less assertive, be willing to participate more with them, and narrow the focus to one thing at a time.









**WIN-WIN**

**THINKING & ACTING**



**LEARNING OBJECTIVES:**

**WIN-WIN THINKING AND ACTING**

- Relate win-win to systems thinking
- Practice the process for redirecting win-lose to win-win
- Enhance the ability to share information
- Conduct one-on-one role negotiations
- Make specific agreements for working better together



### Systems Thinking: Win-Win

A system, like ONE DOT, is a perceived whole whose elements “hang together” because they continually affect each other over time and operate toward a common purpose or mission. In systems thinking, the “structure” is the pattern of interrelationships among key components of the system. Therefore, good results in a complex system like transportation depend on bringing in as many perspectives as possible.

Cross-functional solutions are often necessary for good results in a complex system since all functions that are dependent on each other are both part of the problem and part of the solution. Solutions that don't consider the impact on the system often have *unintended negative impact* on others.

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### Potential Results of Win-Lose

Although there are obviously some instances where win-lose is a positive factor, it is generally destructive. Win-lose is too often toxic to interpersonal relations and organizational effectiveness. Suppose a husband loses an argument with his wife so that they go to a movie instead of a basketball game. He can retaliate by being sullen or obnoxious. He has turned a win/lose situation into an ordeal where both partners are miserable. Often win-lose “victories” become losses for both parties. We have called this a “lose-lose” deal.

Some of the negative results of win-lose have been discussed already. Here is a list of several scenarios which potentially arise from win-lose confrontations. They are not in any particular order, nor are they comprehensive.

#### *Win-Lose may:*

- create defensive behavior
- divert time and energy from the priority issues
- create gridlock
- drive unassertive team members to the sidelines
- interfere with listening
- obstruct exploration of more alternatives
- decrease or destroy sensitivity to the overall vision and mission
- cause members to drop out or resign from teams
- arouse anger that disrupts a meeting
- interfere with empathy
- leave losers resentful
- incline underdogs to sabotage
- provoke personal abuse

### Redirecting Win-Lose: Becoming Intentional About Win-Win

Since win-lose events will undoubtedly be experienced by us often in the course of time, it is important to know how to cope with them. Since the predominant trend of win-lose contests is toward lose-lose outcomes, it becomes a matter of redirecting them toward "win-win" results. In a "win-win" result everyone benefits.

It is extremely difficult for one person alone to re-orient a win-lose. You are likely to be treated as a third party in the scrap, or you may have both adversaries turn on you. Although it would be ideal to have all parties committed to avoid win-lose, the efforts of a significant segment of a group can usually be effective. In a one-to-one conflict, one of the parties can often turn off a contest. It takes two to fight. The more persons in a win-lose situation who recognize the dangers in such a struggle and want to adjust the situation, the more likely they will succeed. Supposing such a sub-group exists in a team, what can they do to help?

#### *Some ways to redirect:*

1. Have clear goals, understood and agreed upon. Use the goals to test whether issues are relevant or not.
2. Be on the lookout for win-lose. It can develop subtly. If you feel under attack, or feel yourself lining up support, you are likely in a win-lose.
3. Listen empathetically to others. Stop yourself from working on counter-arguments while another person is speaking. Take the risk of being influenced or persuaded. Try the other person's reasoning on for size.
4. Avoid absolute statements that leave no room for modification. "I think this is the best option...." is better than "this is THE ONLY way...."
5. Try to make decisions by consensus rather than by victory of the majority.
6. Test to see that trade-offs and compromises are truly accepted by all.
7. Draw a continuum line and have members place themselves on it regarding the issue. It often occurs that the different "sides" are not far apart.
8. Be alert to selling or winning strategies in others, and avoid using them yourself. "It doesn't take a rocket scientist to...." would be a danger signal.

Remember, the goal is what is best for all rather than wining at the expense of others or getting only what you want.

### How To Get From Win-Lose To Win-Win

1. Personally recognize that a win-lose situation exists.
2. Discuss the situation and the negative impact it has on you, other, or the work team. We suggest a simple format:
  - A. Describe the situation. Focus on the situation, not on blaming a person or persons.
  - B. Describe the tangible, negative impact the situation has on you or others.
3. Ask for consideration of alternative win-win options.
4. Discuss win-win alternatives and the positive potential of the alternatives.
5. Select a win-win plan acceptable to all involved.

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### Clear Roles: The Motivational Quality

Clear roles mean that every person on the team is clear regarding responsibilities and expectations. Each person knows how he contributes to the overall mission and what other team members expect of him. If there are discrepancies between what he understands his role to be and what others understand his role to be, the discrepancies are identified, clarified, and aligned. Clear roles assure there are no doubts about who does what. No important assignment falls through the cracks. No "I thought you were going to do that." comments.

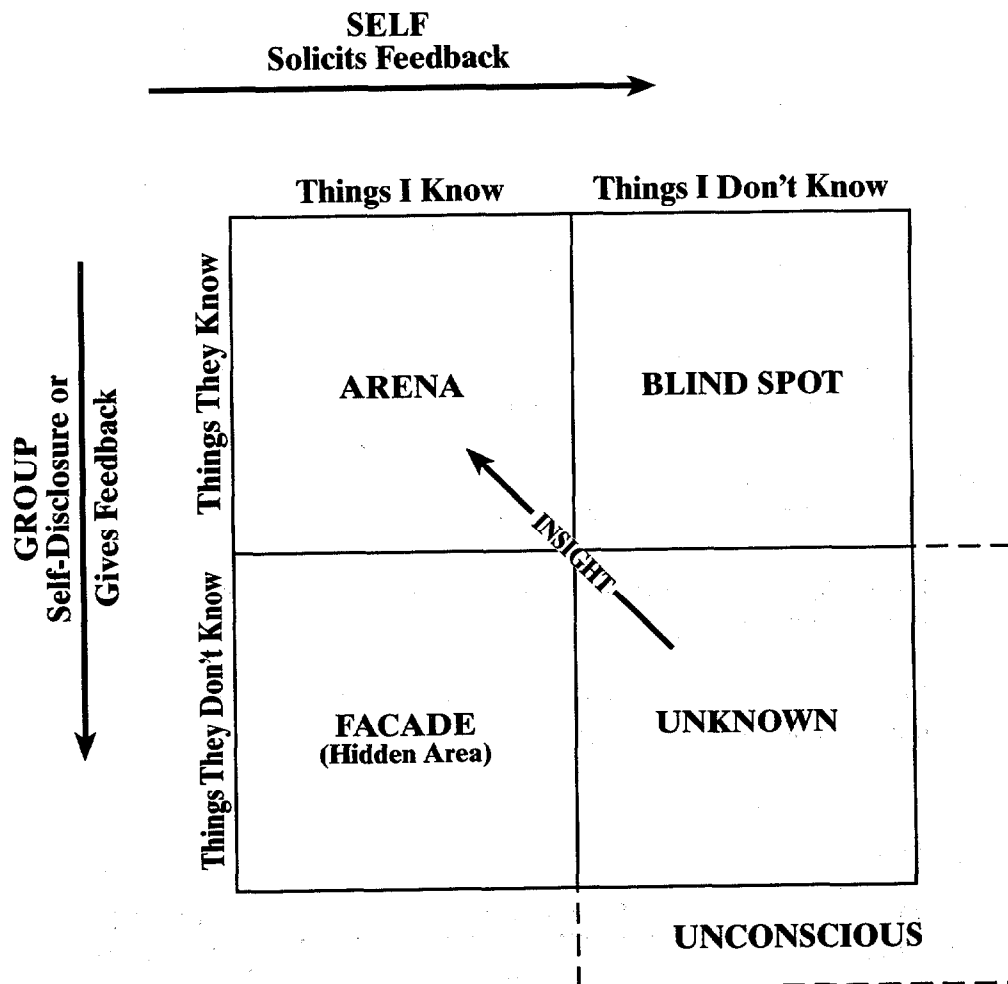
When roles are clarified, the motivational internal dialogue might sound similar to this: "I make a difference here. I understand my job and my job is necessary for my team to be successful. What I do counts. Others depend on me."

1. Spend time with each person on the team reviewing major job responsibilities and assignments.
2. Spend team time clarifying role assignments and expectations team members have of each other.
3. Explicitly identify needed areas of support, cooperation, and information sharing.
4. Be able to connect or link each person's role to the team mission and overall mission.



***Motivational result:* I MAKE A DIFFERENCE**

## THE JOHARI WINDOW MODEL



### Increasing Your Feedback Potential

0-----100

Feedback is the ability to actively seek ideas and suggestions from others with the intent of listening and understanding. In order to work better as a team, what current work situations require feedback from:

People you lead:

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

Your teammates:

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

Your team leader(s):

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

### Action Plan for Increasing Feedback

Focus on one of the above groups and indicate possible feedback techniques that could be used to actively gain feedback with this group.

(Include *what* you will do, *when* you will do it, *frequency* of action, etc.)

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

Motivational potential of increasing feedback activity?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other positive outcome possibilities?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Increasing Your Exposure Potential

0

“Exposure” is the ability to share information freely with others *and* the ability to advocate your thoughts and ideas in an appropriate, reasonable way. In order to work better as a team, what work situations require your sharing information or ideas with:

People you lead:

A.

B.

Your teammates?

A.

B.

Your team leader(s)?

A.

B.

100

### Action Plan For Increasing Exposure

Focus on one of the groups and indicate simple techniques you could use to share what you know (ideas, suggestions) with this group. Include in your plan *what* you will do, *when* you will do it and *how often* you will do it.

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What is the motivational *potential* of increasing your “exposure” dimension and increasing your willingness to share information, make suggestions, or share your ideas? (For you and your teammates.)

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Other positive outcomes/results that come from **more** shared information, **more** ideas, or **more** suggestions.

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### Role Clarification

Team members can play their individual roles much better when they know what their teammates expect or want from them. In order to reach your mission as a team, it will be necessary for you to be clear with others on your team regarding how they can help you do your job (play your role) better. What do you expect of others and what do others expect from you?

Most of the time you can help someone do his job better if you just *know what he wants* (clarification)! Some of the time you either cannot meet someone's expectations or you have to *negotiate* a little before you can help.

The basic premise: You can't win (reach your mission) unless you are clear regarding your role and the expectations others have for you.

#### GUIDELINES: ONE-TO-ONE SESSIONS

1. Be specific in stating your expectations or needs.
2. Ask for what you want.
3. Listen non-defensively when expectations or requests are being made to you.
4. Make sure you understand what your teammate expects or needs.
5. Make at least one "deal" to work together more effectively.
6. Write down points of agreement.
7. Write down points that need to be negotiated and will take further discussion.

Remember, the only purpose of this discussion is to discover how you can help each other do your jobs even better.

You are competent and hard working. You put great energy into your job. The clearer your role and expectations the more your energy is spent in positive directions.

### Worksheet: Role Clarification, Negotiation and Deals

Your name: \_\_\_\_\_

Team member's name: \_\_\_\_\_

We both could do some things that would make the other's job easier. What I would like from you (more of, less of, the same) is:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

What you would like from me (more of, less of, the same) is:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

One "deal" we made in order to work together more effectively:

\_\_\_\_\_

\_\_\_\_\_



**Worksheet: Role Clarification, Negotiation and Deals**

Your name: \_\_\_\_\_

Team member's name: \_\_\_\_\_

We both could do some things that would make the other's job easier. What I would like from you (more of, less of, the same) is:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

What you would like from me (more of, less of, the same) is:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

One "deal" we made in order to work together more effectively:

\_\_\_\_\_

\_\_\_\_\_

### Worksheet: Role Clarification, Negotiation and Deals

Your name: \_\_\_\_\_

Team member's name: \_\_\_\_\_

We both could do some things that would make the other's job easier. What I would like from you (more of, less of, the same) is:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

What you would like from me (more of, less of, the same) is:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

One "deal" we made in order to work together more effectively:

\_\_\_\_\_

\_\_\_\_\_

## **Win-Win Thinking & Acting**

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### **Worksheet: Role Clarification, Negotiation and Deals**

Your name: \_\_\_\_\_

Team member's name: \_\_\_\_\_

We both could do some things that would make the other's job easier. What I would like from you (more of, less of, the same) is:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

What you would like from me (more of, less of, the same) is:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

One "deal" we made in order to work together more effectively:

\_\_\_\_\_

\_\_\_\_\_







**PARTNERING  
FOR  
EXCELLENCE**

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**LEARNING OBJECTIVES**

**PARTNERING FOR EXCELLENCE**

- Enhance the ability to be proactive within one's span of influence
- Develop a team action plan
- Develop a personal plan of action
- Confirm commitments and agreements for further action



*What lies behind us and what lies before us  
are tiny matters  
compared to what lies within us.*

Oliver Wendell Holmes

### The Reactive-Creative Continuum

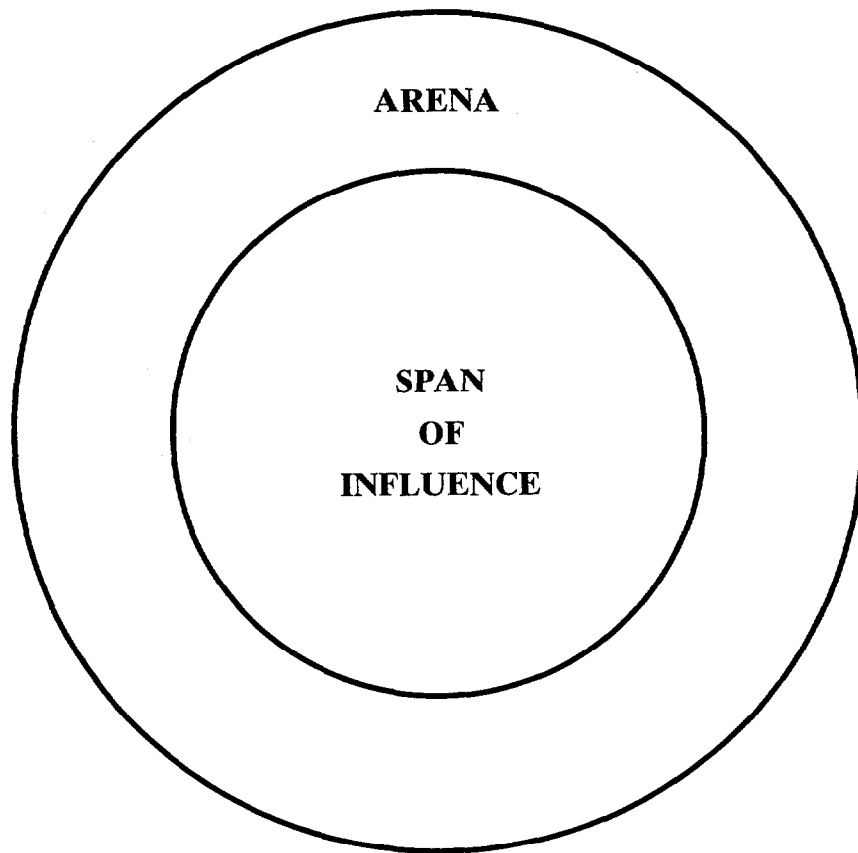
Each day, in a variety of ways, we choose. Believing one has choices is a very powerful life dimension, bringing hope to both the present and the future. On the other hand, believing one has no choice or no influence often leaves us feeling hopeless and victimized.

Consider the possibility that most of us unconsciously adopt life positions relative to being reactive or creative and that we can choose individually and collectively to move toward greater creativity. Consider the difference in the two positions and the implications.

**REACTIVE**

**PROACTIVE/CREATIVE**





**SPAN OF INFLUENCE**

(Can influence, be creative  
and proactive)

**ARENA OF CONCERN**

(Have little current influence,  
may be able to address in  
long-term)

Note: Steven Covey has an excellent discussion of the concept we call "span of influence" and "arena of concern" in his book, *The 7 Habits of Highly Effective People*.

### Barriers Within the Span of Influence

As teams and organizations address transformational change, it is helpful to look deeper into the system for barriers embedded in the system that protect the status quo. When so many people are so well intended, what is it about our current system that often keeps us from addressing the problems (inefficiencies, duplications, etc.) that most everyone knows exists?

### I CAN

- \* CHOOSE
- \* INFLUENCE
- \* OVERCOME BARRIERS
- \* CREATE

### WE CAN

- \* CHOOSE
- \* INFLUENCE
- \* OVERCOME BARRIERS
- \* CREATE

***Mental Models***, similar to paradigms, are deeply ingrained assumptions that color what we see and how we see. Hopefully, you have developed evidence in this learning experience that would allow you to affirm or reaffirm the above beliefs or mental models. When these beliefs or similar beliefs are operative in an organization, people feel **empowered** to work together to solve problems and reach common objectives.

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*Somebody has to do something,  
and it's just incredibly pathetic  
that it has to be us.*

**Jerry Garcia**

*One day Alice came to a fork in the road and saw  
a Cheshire cat in a tree.  
"Which road do I take?" she asked..  
His response was a question: "Where do you want  
to go?"  
"I don't know," Alice answered.  
"Then," said the cat. "it doesn't matter."  
Lewis Carroll, From Alice In Wonderland*

### **Making A Difference**

There are many individual and collective opportunities to be a part of reaching the vision of ONE DOT and accomplishing key strategic initiatives.

- Identify, alter, or eliminate procedures and processes that are wasteful, duplicative, inefficient, and do not add value to the vision and strategies.
- Identify your customers and develop the processes necessary to serve them better.
- Identify current and future partnering opportunities (cross modal) that would contribute to the vision and strategic priorities.

### **Transformational Change**

The ONE DOT transformational change process requires a critical mass of people who collectively "know where they want to go." The process also requires those same people to be passionately committed to:

- a collaborative process of win-win thinking and acting
- communication of the vision and strategies
- empowering others within your span of influence to act on the vision
- celebrating successes along the way to the vision.

### Getting On The Proactive/Creative End Of The Continuum

You have a lot of information about yourself and how people work together within the organization

- win-lose and lose-lose scenarios
- barriers and roadblocks to ONE DOT and systems thinking and acting
- team learning styles and your impact on others (others impact on you).
- your degree of openness, willingness to seek feedback/information and inquire, and willingness to assertively advocate your ideas and beliefs.

You also have a lot of information about the ONE DOT vision and what the Department needs to look like in the 21st Century. In addition the common initiatives have been identified.

In the next few pages:

- Look again at the vision and strategies
- Think about what you already have developed in the strategic plan that you can build on.
- Focus on implementation. Decide how you can partner with others in making a difference.

*Even if you're on  
the right track,  
you'll get run over  
if you just sit there.*

Mark Twain



**SUMMARY OF THE DEPARTMENT OF TRANSPORTATION'S  
VISION, MISSION AND STRATEGIC GOALS**

***Vision Statement***

A visionary and vigilant Department of Transportation leading the way  
to transportation excellence in the 21st Century.

***Mission Statement***

Serve the United States by ensuring a transportation system that meets our  
vital national interests and  
enhances the quality of life of the American people, today and into the future.

***Strategic Goals***

- ⇒ Safety: Promote the public health and safety by working toward the  
elimination of transportation-related deaths, injuries, and property damage.
- ⇒ Mobility: Shape America's future by ensuring a transportation system that  
is accessible, seamless and efficient, and offers flexibility of choices.
- ⇒ Economic Growth and Trade: Advance America's economic growth and  
competitiveness domestically and internationally through efficient and  
flexible transportation.
- ⇒ Human and Natural Environment: Protect and enhance communities and the  
natural environment affected by transportation.
- ⇒ Advance the nation's vital security interests in support of national strategies  
such as the National Security Strategy and National Drug Control Strategy  
by ensuring that the transportation system is secure and available for defense  
mobility, that our borders are safe from illegal intrusion, and by promoting  
worldwide economic growth and stability.

### Motivation For Change

- Increasing financial constraints
- Reduce costly redundancies
- Major portion of transportation inefficiency caused by inadequate interface between the modally discreet infrastructure and its concordant rules, regulations and practices
- Movement of people and goods in this new information age renders modal distinctiveness an *obsolete paradigm*

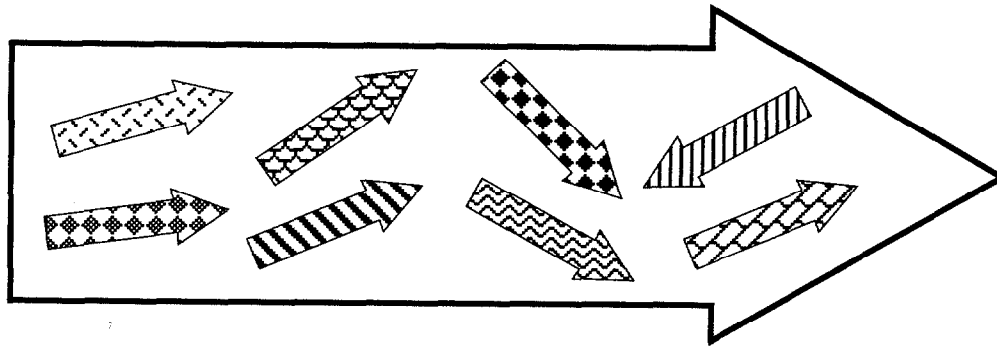
### Ultimate Purpose

A transportation system that is:

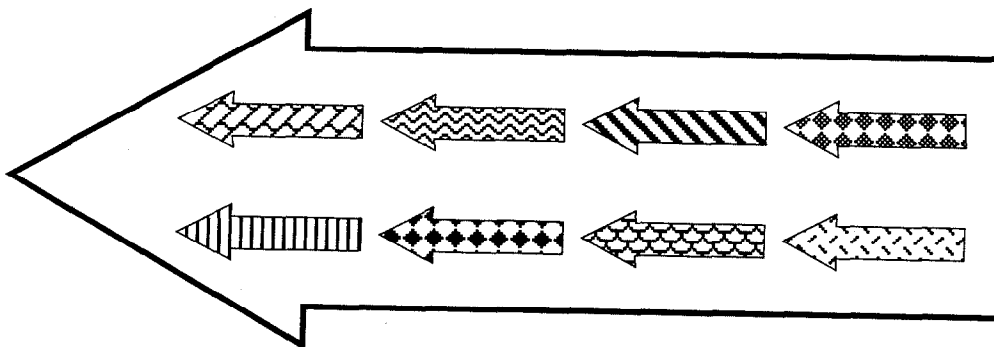
- ⇒ International in Reach
- ⇒ Intermodal in Form
- ⇒ Intelligent in Character
- ⇒ Inclusive in Nature

A unified Department capable of acting as an integrated, purposeful leader to optimize transportation efficiency and effectiveness.

**“Traditional Organization”**



**“Aligned Organization”**



### Action Plans

Identify one win-lose situation, one existing roadblock or inefficiency that you believe you, others in this room, and team leaders can reduce or eliminate. Or, identify one process or procedure that you believe can be improved for better results.

1. What would you like to address?
  
  
  
  
  
  
  
  
  
  
- 2.. What is the negative impact of the current situation?
  
  
  
  
  
  
  
  
  
  
3. Who are the people that could work together to reduce or eliminate this problem or work to improve the process? Write down their names.
  
  
  
  
  
  
  
  
  
  
4. What are the “success indicators” for this situation? What will tell you (indicate) that the situation is improving?
  
  
  
  
  
  
  
  
  
  
5. Assuming that you will be proactive and influence this process, identify the basic action steps that could be taken to address the situation. Include who needs to do what, by when, and how you will be accountable.

**Personal Action Plan**

What agreements or commitments have you made here for which you are willing to be accountable in the future?

What have you agreed to do?

Who else is involved?

Whose help do you need?

Other ways you believe you can contribute to the DOT teaming culture and the creation of ONE DOT.

Who is your team leader?

Will you share your agreements with him/her?

**Additional Action Plans**

*Find the good and praise it!"*

Alex Haley

### Praising

John Wooden, former UCLA coach, felt so strongly about an attitude of encouragement and positive focus that criticism and blaming of teammates was not tolerated. Players sat on the bench for a while if that happened. As coach, he always found something to praise even as he offered constructive feedback. Ken Blanchard, author of *The One Minute Manager*, touted "one minute praisings" for standard organizational behavior.

The most underutilized, free behavior available to us all is appreciation. We know people who have worked all their career and never received appreciation for contributions. It is not uncommon for Emergency Room physicians to report that not one person has ever come back after life-saving intervention to personally thank them!

Therefore, this activity is designed as a simple way of showing appreciation for others you have worked with during the initial phase of Partnering for Excellence.

Write the names of those in your group below:

Example:

Sue Packard "I appreciate your firm advocacy for safety issues and your willingness to work across modal boundaries for better solutions."

1.

2.

3.

4.

5.

6.

### The New Environment and Team Strategy Connection

“We have made a case around the inextricable connection between the demands of the new environment and the superior nature of responses available through teaming strategies. The evolutionary change required by the challenges of the new environment signals fundamental new imperatives:

- ⇒ This is a revolution. We must stick together in order to win.
- ⇒ Change is scary and often chaotic. We must learn together how to embrace change and create comfort from chaos.
- ⇒ We must share a vision and a passion for the future.
- ⇒ Stretching to reach the future vision requires the best thinking, best collaborative effort, and highest commitment of every person on the team.
- ⇒ We can only get to the future together. Win-win philosophies will prevail.
- ⇒ Future vision and daily thoughts, feelings, and actions must be in harmony for ultimate success.
- ⇒ Bold strategic initiatives, reengineering, reorganization, and total quality management will succeed only to the degree that internal systems and processes support the future vision and only to the degree that people team together to reach the vision.
- ⇒ Teaming success will be yours if you and your team are conscious, deliberate and committed to making the seven practices a way of life.”

***Real Dream Teams***

Bob Fisher and Bo Thomas

***“The only sustainable source of competitive advantage is your organizations ability to learn faster than its competition.”***

***The Fifth Discipline***

**Peter Senge**



### Rationale For Partnering For Excellence Process

1. Provokes the link or connection between Vision Statement, Mission Statement, Strategic Goals and Implementation Projects that align with the intent of the strategic plan.
2. Clarifies a new way of working (cross-modal teamwork) to reach shared strategic goals. Teamwork will be valued and rewarded.
3. Allows the leadership team to determine collaborative priorities and gives clear direction to modal and cross-modal teams on what to do first.
4. Capitalizes on what we know about groups with a profile that reflect references for concrete, specific, and hands-on opportunities:
  - be specific about expectations for priority projects as well as the collaboration tools for achieving success
  - involve teams heavily in the best ways to work together to achieve desired results (creating great ownership)
  - abundantly reinforce successes as encouragement for future successes
5. Provides all DOT people an opportunity to revitalize their passion for transportation as they personalize the vision for the 21st Century, realizing they can shape the future of transportation for the next millennium and truly make a difference in the lives of people all over the world.
6. Creates empowering opportunities for talented and motivated people to be creative in shaping win-win agreements and getting positive results.
7. Builds a powerful coalition of people to lead a change process that transforms the organization for excellence in the 21st Century.

*If you can dream it,  
you can do it.*  
Walt Disney

### **CARPE DIEM**

Partnering for Excellence is about dreaming and doing. It is a process that builds on the highest aspirations for transportation in the 21st Century and the best collective thinking and acting of all. Your aspirations are reflected in the vision and the key initiatives from the strategic plan clarify the pathway to the vision.

Obviously, the vision is so compelling and challenging that you can only attain it together, leveraging the talent and resources throughout the Department.

Would you identify the one or two aspects of this learning process that has been most significant for you?

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Bo Thomas is currently Director of his own management consulting firm, The Bo Thomas Consulting Group, and is a practicing psychologist.

His educational background includes the Executive Program in Organizational Management at the Stanford Graduate School of Business, a Ph.D. from Ohio University, and M.S. and B.S. degrees from the University of Tennessee.

Dr. Thomas taught twelve years at the University of Central Arkansas where he was professor of Psychology and Director of University Counseling Services. Prior to establishing his consulting firm, he directed the corporate Human Resources program for Acxiom, Inc., a company recently honored as one of the top 40 companies in America in which to work.

His organizational clients include Alltel Information Services, Dillard's, Tyson Foods, Kimberly-Clark, Kraft Foods-Post Cereals, Alumax, AR Children's Hospital, Acxiom, World-Wide Travel, Union Camp and Easter Seals. Dr. Thomas has helped design and implement a variety of team learning experiences, leadership institutes, empowerment programs for front-line leaders and associates, strategic planning processes, and customer service initiatives. In addition, he is an active motivational speaker and high-impact presenter, appearing before a variety of organizational groups each year.

Bo has contributed to the Wall Street Journal publication, National Business Employment Weekly, and to the International Journal of Consultation. His co-authored book, *Real Dream Teams: The 7 Practices of Extraordinary Teams*, includes interviews with great team leaders such as Notre Dame's Lou Holtz, Mt. Everest conqueror, Lou Whittaker, retired Ford Motor Chairman, Don Petersen, "power of positive thinking" advocate, Dr. Norman Vincent Peale, and Nobel Prize recipient, Dr. Gertrude Elion.

The Journal of Business Strategy gave this book its highest rating shortly after its release, calling it "an engaging gem".

Bo is committed to personal and organizational effectiveness. Particular emphasis has been given to the dynamics of change and the creation of collaborative environments that enable people to think, feel, and act in ways that maximize effectiveness and assure continuous learning.



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Bob Fisher serves as Vice President for Academic Affairs at Arkansas State University in Jonesboro. For the prior 10 years, Dr. Fisher served as the Dean of the School of Business at Henderson State University.

Dr. Fisher earned a BSBA from Henderson State University, a MBA from Memphis State University, and a Ph.D. from the University of Arkansas.

He has published numerous articles on the management of human resources including articles that have appeared in the Personnel Journal and Personnel Administrator.

He has consulted with a wide variety of organizations on human resource and strategic planning issues including Kimberly-Clark Corporation, Carrier Air Conditioning, Arkla Gas, Tyson Foods, and others.

Dr. Fisher is an active member of the Society for Human Resource Management and the Academy of Management. He has served as a member of the Board of Directors for Elk Horn Bank of Arkadelphia (Arkansas) and the Arkansas Enterprise Group, a Division of Southern Development Bank. He has served as president of the Arkansas Personnel Association and the Arkansas Collegiate Teachers of Economics and Business. Bob is a member of the Board of Directors of the American Assembly of Collegiate Schools of Business, and the Clark County Industrial Council. He is also a founding member and chairman of the Ozark Society Foundation, a conservation and educational organization.

Dr. Fisher has served Kuala Lumpur, Malaysia, as a Fulbright Scholar conducting research and consulting with the National Institute of Public Administration.

His major work interest lies in promoting, through research and teaching, management approaches that result in people making greater contributions to organizations.

Dr. Fisher and his wife Judy have three grown children, a wonderful son-in-law, and two perfect grandsons.

Dr. Fisher is co-author of *Real Dream Teams*, a book on team leadership, published by St. Lucie Press.

